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CALENDAR.

1878-'9.

WELLESLEY COLLEGE.



CALENDAR

FOR 1878-9.

PRINTED FOR THE COLLEGE:

1879.

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Students in Wellesley College during the Collegiate Year 1878-9.

NUMBER OF STUDENTS IN THE COLLEGIATE DEPARTMENT	195
NUMBER OF TEACHERS ADMITTED AS STUDENTS IN ELECTIVE COURSES	51
NUMBER OF SPECIAL STUDENTS	33
NUMBER OF STUDENTS IN THE ACADEMIC DEPARTMENT	82
TOTAL NUMBER OF STUDENTS	<hr/> 361

Wellesley College.

DEPARTMENTS OF INSTRUCTION.

The instruction is given in two departments, the Collegiate and the Academic.* Applicants will be received as follows:—

Candidates fully prepared for the Freshman Class. *These will have the preference over all others.*

Teachers who wish to pursue elective or post-graduate studies. See page 34.

Special students. See page 37.

Candidates for the Academic Department. See page 58.

Collegiate Department.

QUALIFICATIONS FOR ADMISSION TO FRESHMAN CLASS, IN 1879.

The article upon preparation at page 66 should be carefully read by all who intend to fit for this department. Candidates must be at least sixteen years of age. They must pass satisfactory examinations in the following studies:—

Latin Grammar, including Prosody.

*This is wholly disconnected from the Collegiate Department, and has no more influence upon the College Classes or courses of study than it would have if it were a separate institution in another town. The demand for the collegiate education of women is of so recent an origin, that as yet there is but one school exclusively designed to fit girls for College. In some places girls can be in the classes of the high schools in which young men are fitted; but these opportunities are comparatively rare. It is therefore necessary to provide for the needs of girls who cannot be prepared for College in their own homes. The Academic Department is intended to meet this demand.

Latin Prose Composition, Humphreys' Abbott to page 147, or Allen and Greenough Part I, or an equivalent in Arnold or Harkness.

Cæsar, Gallic War, Books 1-4.

Cicero, seven Orations.

Virgil, *Æneid*, Books 1-6.

Arithmetic, including the Metric System of Weights and Measures.

Olney's Complete School Algebra, (with additional examples from Olney's University Algebra,) through Involution, Evolution, Radicals, Quadratic Equations, Ratio, Proportion, Arithmetical and Geometrical Progression.

Olney's or Chauvenet's Plane Geometry.

Modern Geography.

Guyot's Physical Geography, Parts II and III.

English Grammar.

English Composition. The subjects for 1879 will be selected from Shakspeare's Merchant of Venice, Scott's Marmion, or Longfellow's Evangeline, and every candidate will write a short composition upon the subject assigned to her at the time of examination.

A list of approved text-books used in preparation may be found at page 60.

PREPARATION IN MATHEMATICS.

The requirements in Arithmetic are a thorough knowledge of the fundamental operations — Common and Decimal Fractions, Compound Numbers, Proportion, Percentage, Square and Cube Root, and the Metric System of Weights and Measures. *Candidates almost without exception are deficient in their preparation in Arithmetic and Algebra.* This has, in most cases, resulted from the very common neglect of thorough preparation in Arithmetic and from using easy elementary text-books in Algebra. We prefer that Olney's Complete School Algebra should be used as the text-book: the University Algebra should be used by the teacher in connection, giving the additional examples as test work. This will fully meet our requirements. If any other text-book should be used it will be found necessary to compare it with Olney, and to study all the subjects in Olney which are omitted in the other text-book. Some candidates are deficient from neglecting to review their Arithmetic, Algebra and Geometry. All who are preparing for examination should provide themselves with the proper text-books, and prepare under the training of competent instructors. In all their work the candidates' knowledge of the subjects studied should be frequently tested by written examinations, the exercises proposed being drawn

from other sources than the text-book. In Geometry, there should be some exercises in original demonstrations, and the student should be accustomed to the numerical application of geometrical principles.

PREPARATION IN LATIN.

Accurate knowledge of the grammar is indispensable. It will not be sufficient to have read the required amount of Latin. No one can be well prepared without thorough drill in construction. It is not enough that the candidates have a certain facility in careless translating—such translating as shows but little acquaintance with the language; there should be a familiarity with the forms,—a point too much neglected,—and an intelligent appreciation of the idioms of the Latin language as distinguished from the English. This comparison of the two languages should always be kept in view in the preparatory work; it is of the greatest importance in making sound scholars; and, since nothing tends so directly to this end as prose composition, we urge the giving much time and attention to this branch of the study.

The following pronunciation is adopted: *ā* as in father; *ǣ* as in fast; *ē* as in there; *ĕ* as in met; *ī* as in machine; *ĭ* as in piano; *ō* as in holy; *ŏ* as in wholly; *ū* as in rule; *û* as in puss; *c*, *g*, and *ch* always hard; *j* like *y* in you; *s* as in sill; *t* as in till. In diphthongs the sound of each vowel is preserved.

PREPARATION IN GREEK.

The study of Greek is advised, but not required. The examination will be in Greek Grammar; Xenophon, *Anabasis*, three books; *Iliad*, two books; Jones's Greek Prose Composition, with the accents.*

The course of study prescribed in the Academic Department (page 58) will be the standard for examination of students from other fitting-schools seeking admission to the Collegiate course. Text-books for preparatory work recommended to such students are: for the first year, either Hadley's Grammar with Boise's First Lessons in Greek, or Goodwin's Grammar with White's First Lessons in Greek; for the second and third years, Boise's First Three Books of *Anabasis* of Xenophon or their equivalent from Goodwin's Greek

*In 1881 all candidates for admission to the Collegiate Department must be fitted in Greek, excepting those who take the Scientific Course, or the Course for Honors in Modern Languages.

Reader, Jones' Exercises in Greek Prose, Boise's Iliad. We offer these recommendations not only that we may answer inquiries constantly made, but also because we believe they will render important aid in securing a result which we find it necessary to emphasize in the strongest possible manner as indispensable—thorough preparation. To this end, there must be in the preparatory studies a definite method and a persistent drill; and the attention of students, as well as teachers, is invited to the suggestions made in prefaces by the above authors, upon the careful, written preparation of exercise-work, the oral class-drill upon forms and sentences, the constant use of blackboards, for practice upon forms and for writing of sentences from dictation.

The following pronunciation is recommended: *a* as a in father; *η* as e in prey; *ι* as i in machine; *ω* as o in prone; *υ* as u in prune; the short vowels should be merely somewhat shorter than the corresponding long vowels; *αι* as ay in aye; *ει* as ei in height; *οι* as oi in oil; *υι* as ui in quit; *ου* as ou in house; *ευ* as eu in feud; *ου* as ou in youth; *γ* before *ζ, γ, ζ, ξ*, as n in anger, elsewhere hard; *θ* as th in thin; *χ*, guttural, as ch in German, *machen*.

In order to encourage the study of Greek, a prize of \$250 will be given in each year to the student who enters the Freshman Class in September, 1879, 1880 or 1881, best prepared in Latin, Greek and Mathematics, according to the requirements above stated; and the following prizes will be given to students who enter the Freshman Classes in the same years, well prepared in the entrance examinations in Greek above advised. To the best student (except the one who takes the \$250 prize), \$100; to the second best, \$75; to the third best, \$50; and to the fourth best, \$25. Students who are fitted in the Academic Department of the College will not be considered as competitors for these prizes.

PREPARATION IN MODERN LANGUAGES.

We advise that all candidates, who have the opportunity, be prepared to pass an examination in either French or German, though this is not required.

All who wish to take the course for Honors in Modern Languages must pass the examinations for the Freshman Class required above (excepting in Greek); in the first part of Otto's German Grammar, Whitney's Grammar and Reader, or their equivalent in French Grammar, and be able to translate easy French at sight.

SEMI-COLLEGIATE COURSE.

There is such diversity in the preparation and methods of instruction, in different parts of the country, and so much expense and inconvenience are caused by rejecting imperfectly-prepared students who come from a distance, that it has been found desirable to establish a semi-collegiate class. This is not intended for careless or ignorant students, but for those who had reason to suppose themselves well prepared, but are deficient in some particulars. Such students will have all the privileges of the Collegiate Department, and will recite with the Freshman Class in all studies in which they are prepared. They will be allowed time to make up all deficiencies, and will then receive their full rank.

Those who fail in their examination for the Freshman Class may (if they wish) join the classes in the Academic Department and complete their preparation.

EXAMINATIONS IN 1879.

The only time for examinations will be in September.

Candidates must arrive at Wellesley College, September 3d. Examinations will commence September 4th.

COURSES OF STUDY FOR 1879-80.

In order to carry out the leading purpose of the College, and provide various systems of study with wide differences of instruction, seven courses have been established from which the students can select.

Those who are conversant with the wants of young women (especially of teachers) seeking a collegiate education, will appreciate the importance of this provision.

Each course has been arranged with its own positive characteristics, and is controlled by a definite purpose to prepare students to be teachers, or for future special studies. The preference is given to the General College Course, but it is intended that all shall be (as far as practicable) equal in mental discipline and systematic culture.

The outline of studies in each course is stated with great particularity, and descriptions of the scope and methods of instruction are given, so that candidates may be able to select intelligently those best fitted for their needs, and prepare accordingly.

The following are the seven courses of study:—

The General College Course, see page 15.

The Course for Honors in Classics, see page 17.

The Course for Honors in Mathematics, see page 19.

The Course for Honors in Modern Languages, see page 20.

The Scientific Course, see pages 21 and 47.

The Five Years' Musical Course, see page 24.

The Five Years' Art Course, see page 29.

GENERAL COLLEGE COURSE.

This is intended to provide for the needs of the majority of students. A description of the methods and scope of instruction will be found on page 40. The following are the studies :—

FRESHMAN YEAR.

Latin. — Livy, one book ; Tacitus, Germania ; Cicero, Letters (selections) ; English into Latin.

Greek, elective. — Odyssey (selections) ; Plato, Apology and Crito ; Herodotus (selections) ; English into Greek from dictation.

Mathematics. — Olney's Solid Geometry, Plane Trigonometry and University Algebra, Part III.

German, elective. — Schiller, Jungfrau von Orleans, Wilhelm Tell, Die Piccolomini ; Schiller's Leben ; Essays in German and German Prose Composition.

French, elective. — Littérature Française Contemporaine ; Dictées, Compositions et Exercices grammaticaux.

Drawing. — Free-hand, Mathematical, and Perspective. Drawing may be postponed to the Sophomore year.

Grecian History ; Essay Writing ; Elocution ; History of Literature.

SOPHOMORE YEAR.

Sophomores are required to take three elective studies, with three recitations per week in each study.

Latin, elective. — Horace, Odes, Epodes, Satires and Epistles (selections) ; Latin Verse.

Greek, elective. — Thucydides (selections) ; Demosthenes (select Orations) ; Greek Prose Composition.

Mathematics, elective. — Spherical Trigonometry ; Analytical Geometry ; Differential Calculus.

German, elective. — Goethe, Hermann und Dorothea, Ausgewählte Prosa, Egmont ; Goethe's Leben ; Essays in German and German Prose Composition.

French, elective. — Littérature Française du dix-neuvième Siècle ; Dictées et Compositions.

Chemistry, with Laboratory Practice. See page 49.

Botany, *elective*.

English Literature, with parallel courses of reading.

Roman History; *Essay Writing*; *Elocution*.

JUNIOR YEAR.

Two elective studies, with three recitations per week in each, will be required during the Junior Year.

Latin, *elective*.—Tacitus, Agricola; Plautus, Captivi; Juvenal (selections); Ovid, Fasti and Tristia (selections); Latin Verse.

Greek, *elective*.—Demosthenes, continued; Euripides, Alcestis and Medea; Æschylus, Prometheus; Sophocles, Antigone; English into Greek from dictation.

Mathematics, *elective*.—Differential Calculus, continued; Integral Calculus; Analytical Geometry of three dimensions; Extended Course in Calculus, including Functions of Two Variables and Special Processes of Integrating.

German, *elective*.—Lessing, Nathander Weise; Barthel, Deutsche Nationalliteratur der Neuzeit; Essays in German.

French, *elective*.—Histoire de la Littérature Française du dix-septième et du dix-huitième Siècle; Pascal, Corneille, Molière, Racine, Madame de Sévigné, La Bruyère, Essais.

Chemistry, *elective*.—Qualitative Analysis and Volumetric Analysis; Lectures on Chemical Theories.

Botany, *elective*.

Physics.

Mineralogy, including use of blow-pipe.

Logic, *Rhetoric*.

Mediæval History; *Essay Writing*; *Elocution*; *English Literature*.

SENIOR YEAR.

Two elective studies, with three recitations per week in each, will be required during the Senior year.

Latin, *elective*.—Cicero De Oratore, or Brutus, and De Natura Deorum; selections from Lucretius, Martial and other writers; Pliny, Letters (selections); Hymni Ecclesiæ.

Greek, elective.—Æschylus, Chœphoræ; Sophocles, Electra; Plato, Republic (selections); Aristotle (selections).

Mathematics, elective.—Modern methods in Analytical Geometry; Analytical Mechanics.

German, elective.—Goethe, Faust; History of German literature; Essays in German; Middle High German, Der Nibelunge Not.

French, elective.—Histoire de la Formation de la Langue Française; Essais; Lectures et Traductions des Langues Romanes.

Astronomy, Lectures; *Geology*, Lectures; *Chemistry* (elective); *Botany* (elective); *Zoölogy* (elective); *Physics* (elective).

Mental and Moral Philosophy; *Essay writing*; *Early English Literature*.

The systematic study of the Scriptures will be continued throughout all the courses.

COURSE FOR HONORS IN CLASSICS.

This is intended for those who wish to give most of their time to the study of classics. A description of the methods of instruction will be found on page 46. After 1881 all selecting this course must pass the examinations in Greek advised in the qualifications for admission to the General College Course. The following are the studies:—

FRESHMAN YEAR.

Latin.—Livy, one book; Cicero, Letters (selections); Tacitus, Germania; English into Latin.

Greek.—Odyssey (selections); Plato, Apology and Crito; Herodotus (selections); English into Greek from dictation.

Mathematics.—Same as in the General Course.

Grecian History, Essay Writing, Elocution, History of Literature, Drawing.—Same as in the General Course.

SOPHOMORE YEAR.

Two elective studies, with three recitations per week in each study, will be required.

Latin. — Horace, Odes, Epodes, Satires and Epistles (selections); Latin Verse.

Greek. — Thucydides (selections); Demosthenes (select Orations); Greek Prose Composition.

German. — Students will continue German until they can read ordinary prose with facility.

Roman History, English Literature, Essay Writing. — Same as in the General Course.

JUNIOR YEAR.

For the first term of the year two electives, with three recitations per week, required; and, for the rest of the year, one elective.

Latin. — Tacitus, Agricola; Plautus, Captivi; Juvenal (selections); Ovid, Fasti and Tristia (selections); Latin verse.

Greek. — Demosthenes, continued; Euripides, Alcestis and Medea; Æschylus, Prometheus; Sophocles, Antigone; English into Greek from diction.

Logic, Rhetoric.

Medieval History, Essay Writing, English Literature. — Same as in the General Course.

SENIOR YEAR.

One elective, with three recitations per week, required.

Latin. — Cicero, De Oratore, or Brutus, and De Natura Deorum; selections from Lucretius, Martial and other writers; Pliny, Letters (selections); Hymni Ecclesiæ.

Greek. — Æschylus, Chœphoræ; Sophocles, Electra; Plato, Republic, (selections); Aristotle (selections).

Mental and Moral Philosophy, English Literature, Essay Writing. — Same as in the General Course.

COURSE FOR HONORS IN MATHEMATICS.

This is intended for those who wish to study the Higher Mathematics. A description of the course of instruction will be found on page 47. The following are the studies:—

FRESHMAN YEAR.

One elective, with four recitations per week, required.

Latin.—Same as in the General Course, unless the student can pass an examination in an equivalent amount of Latin.

Mathematics.—Olney's Solid Geometry; Olney's Plane Trigonometry; and Olney's University Algebra, Part III.

Drawing.—Free-hand, Mathematical and Perspective.

Grecian History, Essay Writing, History of Literature.—Same as in the General Course.

SOPHOMORE YEAR.

Two electives, with three recitations per week, are required.

Mathematics.—Olney's Spherical Trigonometry; Analytical Geometry; Differential Calculus.

Chemistry, History, English Literature, Essay Writing.—Same as in the General Course.

JUNIOR YEAR.

One elective, with three recitations per week, required.

Mathematics.—Differential Calculus, continued; Integral Calculus; Analytical Geometry of three Dimensions; Extended Course in Calculus, including Functions of Two Variables and Special Processes of Integrating; Analytical Mechanics.

History, Mineralogy, Physics, Logic, Rhetoric, English Literature.—Same as in the General Course.

SENIOR YEAR.

Two electives, with three recitations per week in each, are required.

Modern Methods in Analytical Geometry. Analytical Mechanics.

Mathematical Astronomy (elective).

Mental and Moral Philosophy.

Essay Writing, English Literature.—Same as in the General Course.

COURSE FOR HONORS IN MODERN LANGUAGES.

This is designed for those who wish to devote a large proportion of their time to these studies. A description of the methods of instruction will be found on pages 42 and 43. Candidates desiring to take this course must pass the examination for the Freshman Class (except in Greek); also in the first part of Otto's German Grammar; in Whitney's German Grammar and Reader, or their equivalent; in French Grammar, and must be able to translate easy French at sight. The following are the studies:—

FRESHMAN YEAR.

Latin.—Same as in the General College Course.

German.—Schiller, Jungfrau von Orleans, Wilhelm Tell, Die Piccolomini; Schiller's Leben; Essays in German, and German Prose Composition.

French.—Littérature Française Contemporaine; Dictées, et Compositions.

Grecian History, Essay Writing, History of Literature.—Same as in the General College Course.

SOPHOMORE YEAR.

Two electives, with three recitations per week in each, are required.

German.—Goethe, Hermann und Dorothea, Egmont; Ausgewählte Prosa; Goethe's Leben; Essays in German, and German Prose Composition.

French.—Histoire de la Littérature Française du dix-septième et du dix-huitième Siècle, Dictées, et Compositions.

History, English Literature, Essay Writing.—Same as in the General College Course.

JUNIOR YEAR.

One elective is required for the year, and another for the first term of the year.

German.—Lessing, Nathan der Weise ; Barthel, Deutsche Nationallitteratur der Neuzeit ; Essays in German.

French.—Histoîre Générale de la Littérature Française, Morceaux Choisis ; Dictées, et Compositions.

Logic, Rhetoric, History, English Literature, Essay Writing.—Same as in the General College Course.

SENIOR YEAR.

One elective is required.

German.—Goethe, Faust ; Early German Literature ; Middle High German, Der Nibelunge Not.

French.—Histoire de la Formation de la Langue Française ; Essais ; Lectures et Traductions des Langues Romanes.

Mental and Moral Philosophy, English Literature, Essay Writing.—Same as in the General College Course.

SCIENTIFIC COURSE.

This is intended for those who do not wish to pursue the study of the classics but desire to devote most of their time to the Natural, Physical and Mathematical Sciences. The conditions of admission, and a description of the methods and course of instruction will be found on pages 47 to 57. The following are the studies :—

FRESHMAN YEAR.

Mathematics.—Four recitations per week.‡ Olney's Solid Geometry; Olney's Plane Trigonometry; Olney's University Algebra, Part III.

French and German.—Three recitations per week in each. Students must continue French and German until they are able to read both languages with facility.

Chemistry, with Laboratory Practice.—Three recitations per week. For description of the course in Chemistry, see page 48.

Grecian History, Essay Writing, Elocution, History of Literature.—Same as in the General College Course.

SOPHOMORE YEAR.

Mathematics.—Olney's Spherical Trigonometry; Analytical Geometry; Differential Calculus. Three recitations per week.

German.—Three recitations per week.

Chemistry, with Laboratory Practice.—Three recitations per week. For description of this second year's course, see page 50.

Botany.—Three recitations per week. For description of this course, see page 55.

Roman History, English Literature and Essay Writing.—Same as in the General College Course. Those fully prepared in French and German can commence the study of Zoölogy during this year.

JUNIOR YEAR.

Many of the studies of this year are elective, the number depending upon the progress in French and German.

Mathematics.—Differential Calculus, continued; Integral Calculus; Analytical Geometry of Three Dimensions; Extended course in Calculus, including Functions of Two Variables and Special Processes of Integrating. Three recitations per week.

Physics.—Three recitations per week. For description of this year's course, see page 52.

Mineralogy, Lithology.—For description of the instruction in these studies, see page 51.

Botany (elective)

Zoölogy (elective); Astronomy (elective); Chemistry (elective).

Logic, Rhetoric.

Mediæval History, Literature, Essay Writing.—Same as in the General College Course.

SENIOR YEAR.

Mental and Moral Philosophy.

English Literature, Essay Writing.—Same as in the General College Course.

Mathematics.—Modern Methods in Analytical Geometry, Analytical Mechanics, Mathematical Astronomy (*elective*).

Students may pursue elective courses in Chemistry, Physics, Geology, Astronomy, Botany or Biology, the selection being subject to the approval of the Faculty.

COURSE FOR HONORS IN SCIENCE.

This will be open to all who pass the Freshman entrance examinations (except in Greek), and are able to translate German and French at sight. With this preparation they will be able to devote four years to the Natural, Physical and Mathematical Sciences. The course for the first two years will be similar to the ordinary Scientific Course; but since no time will be required for French or German, rapid progress can be made, and more time given to advanced work during the last two years.

THE FIVE YEARS' MUSICAL COURSE.

This new course was introduced in September, 1878. It is deservedly popular and successful.

The advantages of combining the discipline of a thorough collegiate training with the refining influence of a scientific musical education are evident, and this course is recommended to all who have musical talent. It has the additional advantage of enabling students to do the work with less pressure than any of the four-years' courses.

It is impossible for students taking any of the regular courses to pursue the study of Music. Their time, during the four years, is occupied with the prescribed Collegiate studies. If they are skillful musicians they can keep up their practice without injury to their health; but they have neither time nor strength for the proper study of music. For this reason the Trustees established the Musical Course, which is to be extended through five years, and will enable those who take it to graduate in any of the regular College Courses, and at the same time to acquire a scientific musical education. The instruction in Music will be arranged so that the other studies will not be interfered with; the only change necessary being the distribution of the Collegiate studies through five years, instead of four. Students will preserve their rank as members of the Collegiate class which they enter.

This course is intended for those who have peculiar musical taste and talent, and wish to attain a high standard of classical culture. A full description of the courses is given, in order that candidates may understand the nature of the instruction and the careful study that will be required.

The entire Course is strictly classical, and has been arranged with the object of giving a thorough knowledge of the science of Music, developing the highest degree of technical skill, and cultivating pure taste and style.

The branches taught are Piano-forte, Organ Playing and Solo Singing, Harmony, Counterpoint and Fugue, Composition, Theory, History and Æsthetics of Music.

There are three regular courses of instruction, any one of which may be selected: the Piano-forte, Organ and Voice. Classes of two or more will be formed if desired. All pupils in music will study Harmony during the first and second years, Counterpoint and Fugue during the third and fourth years, and Composition the fifth year. Musical Theory will be studied during the

second and third years, History and Æsthetics of Music during the fourth and fifth years.

By the generosity of W. O. Grover, Esq., the college has been furnished with an organ, the most complete in all its appointments possessed by any educational institution in the country. It was built for the college by Messrs. Hook & Hastings, of Boston. It has three manuals, each of sixty-one notes, and a pedal of thirty notes, twenty-six speaking registers, eight mechanical registers, seven pedal movements for combination, and a crescendo pedal controlling the whole organ. The number of pipes is 1,584.

A pupil thoroughly trained to play upon this instrument will be able to fill any position as organist.

COURSE OF STUDY FOR THE PIANO-FORTE.

FIRST YEAR.

Selections from the following works :

Cramer-Etudes ; Czerny-Etudes, Op. 740, 2 Books ; Czerny-" Method of Legato and Staccato," Op. 335 ; Krause-Etudes, Op. 5 ; Krause-Etudes, Op. 9 ; Loeschorn-Etudes, Op. 67, Books I and II, Op. 136 ; Jensen-Etudes, Op. 32 ; Mayer-Etudes, Op. 305 ; Bach's Inventions ; Select pieces to be played without notes ; Solo, and Piano and Violin Sonatas of Haydn and Mozart ; easier Sonatas of Beethoven ; Songs without words, Mendelssohn ; Pieces for four hands ; smaller works of best modern composers.

SECOND YEAR.

Selections from the following works :—

Clementi's " Gradus ad Parnassum " (Tausig) ; Eschmann-Etudes, Op. 22 ; Bennett-Etudes, Op. 11 ; Carl Mayer-Etudes, Op. 119 ; Moscheles-Etudes, Op. 70 ; Bach's six French Suites ; Bach's six English Suites.

Sonatas by Beethoven and Schubert ; larger pieces of Bach, Scarlatti, Mendelssohn and Schumann ; Concertos by Mozart ; Concerted music ; selections from best modern composers.

THIRD YEAR.

Tausig's Daily Studies.

Selections from the following works : —

Grund's Etudes, Op. 21 ; Harberbier—" Etudes-Poésies ; " Eschmann-Etudes, Op. 16 ; Chopin-Etudes, Op. 10 ; Henselt-Etudes, Op. 2 ; Henselt-Etudes, Op. 5 ; Kullak's Octave Studies ; Moscheles' Characteristic Studies, Op. 75 ; Bach's " Well-tempered Clavichord."

Sonatas ; Concertos by Mendelssohn, Weber, Beethoven and Hummel ; Concert Pieces by Bach, Chopin, Schubert, Schumann, Thalberg, Moscheles, Liszt and Rubinstein.

FOURTH YEAR.

Tausig's Daily Studies.

Chopin-Etudes, Op. 25 ; Kullak's Octave Studies ; Bach's " Well-tempered Clavichord ; " Sonatas ; Concerted Music ; Concertos by Mendelssohn, Schumann, Beethoven and Chopin ; Concert Pieces by modern writers—Liszt, Rubinstein, Tausig, Raff, Chopin, Brahms, Bunnett, Schumann, Mendelssohn, Reinecke, Saint-Saëns, Rheinberger, Henselt and Paine.

FIFTH YEAR.

Selections from the following works : —

Liszt-Etudes, Rubinstein-Etudes and Preludes, Alkan-Etudes.

Sonatas, Concerted Music ; Concertos by Beethoven, Chopin, Saint-Saëns and Rubinstein. Concert Pieces continued.

COURSE OF STUDY FOR THE ORGAN.

FIRST YEAR.

Rink's Organ School, Book IV.

" The Organist," by Southard and Whiting (for Instrumentation).

Lemmen's Organ School, Book II.

"Arrangements from the Scores of the Great Masters." W. T. Best.

Preludes, Fugues and Concert Pieces by Bach, Mendelssohn, Merkel, Guilmant and other composers.

Introduction to extempore playing, and accompaniments for solo and chorus singing.

SECOND YEAR.

Mendelssohn's Sonatas, Op. 65.

Merkel's Sonatas.

Best's "Arrangements," continued.

Works of Bach, continued.

Extempore playing, continued.

Accompanying solo, choir and chorus with orchestra.

THIRD YEAR.

Bach's Preludes, Fugues, etc., Ritter's Sonatas, Handel's Concertos, Best's "Arrangements," Concert Pieces by the best German, French, and English composers. Accompanying continued.

FOURTH YEAR.

Rheinberger's Sonatas, Grand Studies, Preludes, Fugues, Toccatas, Fantasias and Variations, by Bach, Handel, Mendelssohn, Hesse, Rink, Guilmant, Best, Buck, Whiting, Paine, Widor and Saint-Saëns. Accompanying continued.

FIFTH YEAR.

Bach's Trio Sonatas, Preludes, Fugues, Toccatas, Fantasias, Variations, Passacaglia, etc., Thiele's Concert Pieces, Best's "Arrangements," Grand Concert Pieces by the best masters.

Lessons as to the structure of the Organ, tuning and repairing.

COURSE OF STUDY IN SOLO SINGING.

FIRST YEAR.

Physiology of the Voice. Rules for breathing, and their practical application to the formation of simple pure tones, of uniform force. Study of the diatonic scale in slow tempo on the vowel *ä*. Practical application of the rules for breathing to the study of blending the registers of the voice. Intonation. Study of the slow trill. Study of the diatonic scale on the Italian vowels *o* and *e*.

SECOND YEAR.

Continued study of the trill. Study of the Italian vowels *i* and *u*. Sol-feggio practice, as preparatory to pronunciation. Etudes for soprano. "36 Leçons faciles et graduées pour le Chant." Luigi Bordese (easy studies of short range). "24 Vocalises pour Mezzo-soprano ou Soprano," Marchesi. Etudes for Alto. Panofka, Op. 81. Nava's Studies for Alto, arranged by Teschner, Books I and II. Nava, Op. 22, Book I. "Vocalises pour Contralti," Marchesi.

THIRD YEAR.

Study of Italian melody. The Aria. Renewed study of the practical application of the rules of breathing, in equalizing the voice and increasing its compass. Study of the trill. Etudes for mezzo-soprano and soprano, selected from Bordogni. Etudes for Alto; Nava, Op. 22, Book III. Analysis of English vowels and diphthongs. Mode of treatment in singing English text. Select Italian and English Songs. Studies in Expression and Phrasing.

FOURTH YEAR.

The Aria continued. Recitative, Dramatic Accent, advanced study of Breathing as a source of expression.

For Soprano. — Lamperti's "Studies of Bravura," Books I and II. Bordogni's advanced Etudes in Bravura.

Continued study of the trill.

Alto. Continued study of Nava, Op. 22, Book III.

Selections from Operas.

Twelve Operatic Arias for Soprano ; } arranged from Handel by Robert
Twelve Operatic Arias for Alto ; } Franz.

Continued study of Accent and Phrasing. Select German Songs.

FIFTH YEAR.

The Aria continued.

Further study of Recitative, Dramatic Accent and Phrasing.

Continued study of Breathing as a source of expression. Oratorio. Opera.
English, German, Italian and French Songs.

To this course will be added, from time to time, at the discretion of the teacher, the study of Duets, Trios and Part-singing ; also, recreations in the form of simple ballads and songs, selected according to the ability and progress of the pupils, so that they will not interfere with the regular and more severe prescribed study.

THEORETICAL TEXT-BOOKS USED IN THE STUDY OF HARMONY AND COMPOSITION.

Richter's Harmony (translated by Parker).

Richter's Counterpoint (translated by Taylor).

Haupt's Counterpoint and Fugue (translated by Eddy).

FIVE YEARS' ART COURSE.

The reasons which have made it necessary to establish the five years' Musical Course, make similar provision necessary for the study of Art.

No student can in four years pursue any of the College Courses, and at the same time pursue a thorough course of study in Art. The demand for more comprehensive instruction is so pressing, that, in September, 1879, a regular course of five years' instruction in Art Studies will be commenced, upon the same plan which has proved so satisfactory in the study of Music. Students who enter any one of the regular College Courses will be allowed to combine with it this Course in Art. For this purpose, their regular

Collegiate Studies will be distributed through five years instead of four, and the time thus added will be given to Art Studies. Students will preserve their rank as members of the Collegiate class which they enter.

Course of Instruction.

COURSES IN DRAWING, PAINTING AND MODELING.

The instruction given in the elements of the Fine Arts and of Decorative Art is arranged in two courses, each extending through five years, a course of drawing and painting, and a course of modeling. The work in these two courses is the same during the first year, but is entirely different during the last year. During the intermediate years the two courses differ chiefly in the relative amount of time given to different subjects. Throughout the five years all the students attend the same lectures.

The first year is given to the study of the elementary principles of draughtsmanship and of the elements of form, with illustrative exercises, in which the use of the lead-pencil, pen, India-ink and water-colors, the handling of mathematical instruments, and the manipulation of clay and wax, are made familiar, while drawing in chalk upon the blackboard is practiced at recitations.

During the next three years the knowledge and skill thus gained are employed and advanced in the study of historical ornament, including the most important architectural forms, the forms of leaves and flowers, with their conventional treatment in decorative art, and the human figure. In the study of these subjects, body-color, crayon and the stump are added to the means already in use.

In the last year the class in drawing and painting take up painting in oil-colors, beginning with subjects in black and white, and going on to still life and drapery, the head from life and the draped figure, and to landscape. Those who prefer to do so may employ water-colors instead. The class in modeling give their whole time to that work, taking up ornament, or the human figure as they may prefer.

Lectures, pertinent to the work in hand, are given throughout the course.

FIRST YEAR.

I. THE ELEMENTS OF DRAUGHTSMANSHIP.

Lines:—

Tracing, Transferring (by tracing-paper, by squares or by pricking through).

Enlarging and diminishing (by squares, proportional compasses and the pentagraph).

Copying (with the pencil, the pen and the brush).

Constructing geometrical figures, and inking them in with instruments.

Shading, in flat and in graduated tints:—

In line, with one stroke, or many, with the pencil, pen and drawing-pen.

In India-ink or color, with one or with many washes.

THE ELEMENTS OF FORM.

Surfaces represented by the lines that bound them:—

Geometrical figures, the conic sections, other curves.

Curvature, radiation, character of lines, tangents. Analyzing and blocking out. Triangulation. Proportions.

Solids, represented by the surfaces that bound them:—

Regular and irregular figures, plane and curved; polyhedrons, sphere, cylinder, cone, etc.; vases; direct light, shade, shadow and reflected light; diffused light; line of light and shade.

Analyzing and blocking out; planes, values.

II. EXERCISES.

Shading squares in line (free-hand and with the rule), with pencil and pen.

Shading squares with the brush, with India-ink and color.

Mixing colors, to study the hues, tints, etc. Matching colors.

Tracing and sketching various ornaments, in tracing-books and sketch-books, with or without shading and color.

Drawing and designing regular figures and patterns, to fill a given space (a) in line, (b) in black and white, (c) in black, white and grey, (d) in two, three and four colors.

Copying patterns, enlarging or diminishing them from plates of ornament, and from vases, stuffs, embroideries, wall-papers, etc.

Copying flowers and birds from Japanese prints, and from nature in the Japanese manner.

Drawing picturesque buildings from copies, with the pencil or pen, or brush.

Drawing geometrical solids and vases free-hand, observing shades, shadows, values, etc.

Drawing landscapes in flat tints, observing only the values.

Memory drawing, including subjects not drawn before.

Blackboard drawing, from sketches and from memory.

In all these exercises the material and method used, and the scale, are to be varied, line-work being copied with the brush, and color in black and white, and *vice versa*.

Brush-work is to be practiced on a large scale.

Modeling geometrical solids in clay or wax.

Making geometrical solids of paper.

III. LECTURES.

Shades and shadows.

Technical terms.

Theory of drawing, masses and details, planes and values, outline and modeling.

Theory of color ; classification of hues, shades, tints and tones.

SECOND, THIRD, AND FOURTH YEARS.

I. ORNAMENT AND ARCHITECTURE.

The Five Orders, and their principal applications.

Mouldings, roofs, spires, etc., planes and elevations, masses of building.

The acanthus, anthemion, fret, etc.,

Egyptian, Greek, Roman, Byzantine, Saracenic and Mediæval ornamental forms.

Flowers and Foliage :—

Classification of leaves and flowers, according to their forms.

Plant forms, and study of the tree forms in the mass, at different distances.

Conventional treatment in carving and in flat decoration.

The Human Figure :—

Study of the forms and proportions of the parts, and of the whole.

- Study of the apparent change of proportion in rest and in motion.
- Study of the skeleton and of the superficial muscles.
- Comparison of drawings and of the antique, with the life.

II. EXERCISES.

In these exercises, the point, the stump and the brush are to be employed, alternately. The drawings are to be made from the antique and from casts taken from life, with the occasional study of the life; every drawing to be well begun in flat tints, observing the planes; only one in two or three to be finished; every drawing to be made a second time in outline only. Every subject is to be drawn a second time in sketch-book, in pencil or color, from a slightly different position.

Architectural details in pencil.

Architectural subjects finished with color and India-ink, from copies and from outlines.

Colored ornament, from the flat, copied on a large scale.

Ornament from the cast drawn in pencil, in sketch-books.

Ornament from the cast drawn in crayon or sepia, full size.

Studies of flowers and foliage on different scales, in color, and in black and white.

Studies of plant and tree-forms, at different distances.

Occasional copying of landscape and figure subjects, in color, and in black and white, from prints or paintings.

Eyes, nose, mouth, ears, masks, heads, hands and feet, arms, legs, back, torso.

The figure from bass-relief, and from the round.

Anatomical casts.

Drapery and still life.

The draped figure from life.

Putting bones and muscles within a given outline.

Modeling of details of ornament and of the features, etc., in clay, and of the whole figure in bass-relief, from the flat, from the round and from nature. (Students in the course of modeling give their chief attention to this work.)

III. LECTURES.

Perspective.

Theory of color and of form; harmony and proportion; contrast.

History of architecture and of ornament; history of painting and sculpture.

Theory of conventionalism and of symbolism.

Botanical analysis; Anatomy.

FIFTH YEAR.

I. PAINTING.

Painting in oil-colors or in water-colors, in monochrome from the cast, and in color from still life, drapery, and from the living model. Landscape. Occasional drawing from the cast, and occasional work in black and white. Time sketches.
Copying the drawings of the old masters.

II. MODELING.

Modeling from ornament, from nature, from the antique, or from life.

III. LECTURES.

The chemistry of colors.
Aerial perspective.
Composition.

TEACHERS' DEPARTMENT.

In carrying out the original design of the College to provide for the education of teachers, it has become necessary to make a different provision for those who are teachers already, but desire peculiar facilities for advanced studies. At the opening of the College some teachers entered as students, and the number increased every year. The opportunities given proved to be so valuable that it was determined to give still greater privileges, and to allow teachers to come as special, or post-graduate students, with the choice of being resident or non-resident. For this purpose the Teacher's Department was organized, in September, 1878, and fifty-one teachers entered it.

It is evidently one of the most practically useful provisions for the higher education of women; and demands increased privileges and immediate extension.

The generosity of Mrs. Valeria G. Stone has provided the College with \$100,000 to erect and furnish a new building for this Department.

Stone Hall is to be commenced immediately, and will probably be opened in September, 1880. It is intended as a dormitory for about one hun-

dred students, and will be provided with chambers, music-rooms, parlors, and five small dining-rooms. The plans have been carefully prepared with reference to the convenience and comfort of this class of students. The arrangements for heating, lighting and ventilation, are all that can be desired. It will be handsomely furnished, and will unite the quiet and comfort of a small family with the conveniences and luxuries of a large establishment. Students will have separate chambers. The eight music-rooms will be shut off from the rest of the building by two partition walls.

As Stone Hall cannot be completed before 1880, the College will, in September, 1879, open in the village a boarding-house (called Dana Hall) which will accommodate twenty-five teachers. Prices for board will be the same as in the principal College building.

COURSE OF STUDY IN TEACHERS' DEPARTMENT.

Teachers will be allowed to enter without examination, but will furnish the usual certificates of good character and satisfactory evidences of qualification, to entitle them to these privileges.

They will be allowed to take the courses of study which they may desire in any of the College classes, and such as no other students are allowed to take.

A few illustrations will show the nature and value of these privileges. Thus, a teacher of Latin, seeking higher instruction, can, if it should be thought best, recite daily in three different classes; studying in an Academic Class the methods of instruction in Roman pronunciation, syntax, etc., and also taking advanced lessons with the Freshman, Sophomore or Junior Classes. This will enable her to give all her time to Latin, teach her the methods of instruction in every class, and afford privileges bestowed by no other institution during so short a period.

Similar advantages will be given for the study of Greek, German, French and Mathematics. There are fifteen classes in Latin, fifteen in Mathematics, eight in Greek, seven in German and eight in French. All these classes are open to teachers; and it is obvious that with such a wide range for selection, it will be easy for them, by giving all their time to one study, to choose a sufficient number of classes to enable them to accomplish in a year the work which, under ordinary circumstances, would require three years' time. They can (if they desire it) give their whole time to Grecian, Roman, Mediæval and Modern History, or to the study of English Literature. Equally important

advantages will be given to them in the Physical and Natural Sciences; they can give their whole time to the study of Chemistry, Physics, Botany or Biology. It is far better, however, that teachers who wish to devote their time to scientific pursuits, should spend two years at the College, and select their courses and classes accordingly. A special course of instruction in the use of the Compound Microscope is given to teachers.

Instruction in science is given according to the best modern methods, with extended courses of Laboratory Practice.

A full description of the courses of study and the methods of instruction in the Scientific Course will be found on pages 47 to 57. Teachers will not be limited to the special studies referred to above, but may join any of the General or Special Courses, and share all the privileges of the College, including class instruction in Drawing and Vocal Music. They will also be allowed to attend any of the classes for the purpose of observing the methods of instruction.

TEACHERS' REGISTRY.

Our Collegiate students and members of the Teachers' Department are allowed to record their names in the Teachers' Registry, giving their qualifications, experience as teachers, etc. After they leave college they will give notice of all changes of address.

Superintendents of schools and all other persons who wish to secure valuable teachers for positions in Colleges, Seminaries, High Schools and Academies, can apply by letter, stating their wishes and requirements. Full and reliable information will be given in all cases.

No charge will be made for the privileges of the Registry; it is intended as a means of communication between our students and those who wish to secure accurate and faithful teachers.

All letters should be addressed to

Teachers' Registry,

Wellesley College,

Wellesley, Mass.

SPECIAL STUDENTS.

A limited number of mature and well-educated young women who have not been teachers, but who desire to perfect themselves in particular studies, will be received as Special Students, and allowed to pursue their studies in any of the regular classes. They must be not less than eighteen years of age, and capable of diligent study in their selected courses. They will be allowed to take Vocal or Instrumental Music as one study, or to elect an Art study.

NON-RESIDENT STUDENTS.

Students whose parents reside in the village of Wellesley will be received as day-scholars in any department.

POST-GRADUATE STUDENTS.

Graduates of this and other Colleges who desire to continue their education, will be received. If they desire to be candidates for the degree of M.A., they must pursue a full course for two years, one year of which must be at the College. If the studies of the second year are not pursued at the College, there must be a satisfactory examination, and the candidate will be required to present a thesis upon some designated subject connected with her work.

COLLEGE SOCIETIES.

There are three Literary Societies in the College: the Zeta Alpha Society, the Phi Sigma Society, and the Shakspeare Society. There is also the Microscopical Society, the Beethoven Society, and the Missionary Society.

VOCAL AND INSTRUMENTAL MUSIC.

Class instruction in vocal music will be given to all. Extra lessons in solo singing and in instrumental music will be given to those who desire them.

DRAWING AND PAINTING.

A large and convenient Art Gallery has been provided. Every one will, at some period of the course, take class instruction in Free-hand, Mathematical and Perspective Drawing, unless she has already received sufficient instruction.

Free instruction in Water-Colors is given to all the classes in Botany. Lectures on Art will be given. Those who desire to be taught Painting in Water-Colors and Oil can have special instruction.

LIBRARY AND READING-ROOM.

Among all the means of culture and refinement offered by the College, none are more appreciated by the students than the rare and costly collections of the Library. It contains between sixteen and seventeen thousand volumes, and is open at all times for the use of the students. There is also a large Reading-room, supplied with newspapers and periodicals.

More than a hundred of the most valuable literary reviews and magazines, and the best scientific journals of every kind from England, Germany, France and the United States, are subscribed for by the College for the use of the teachers and students.

DEGREES.*

Students who complete the General College Course, the Scientific Course, the Five Years' Musical Course, or the Five Years' Art Course, will, on the recommendation of the Faculty, receive the degree of B.A.

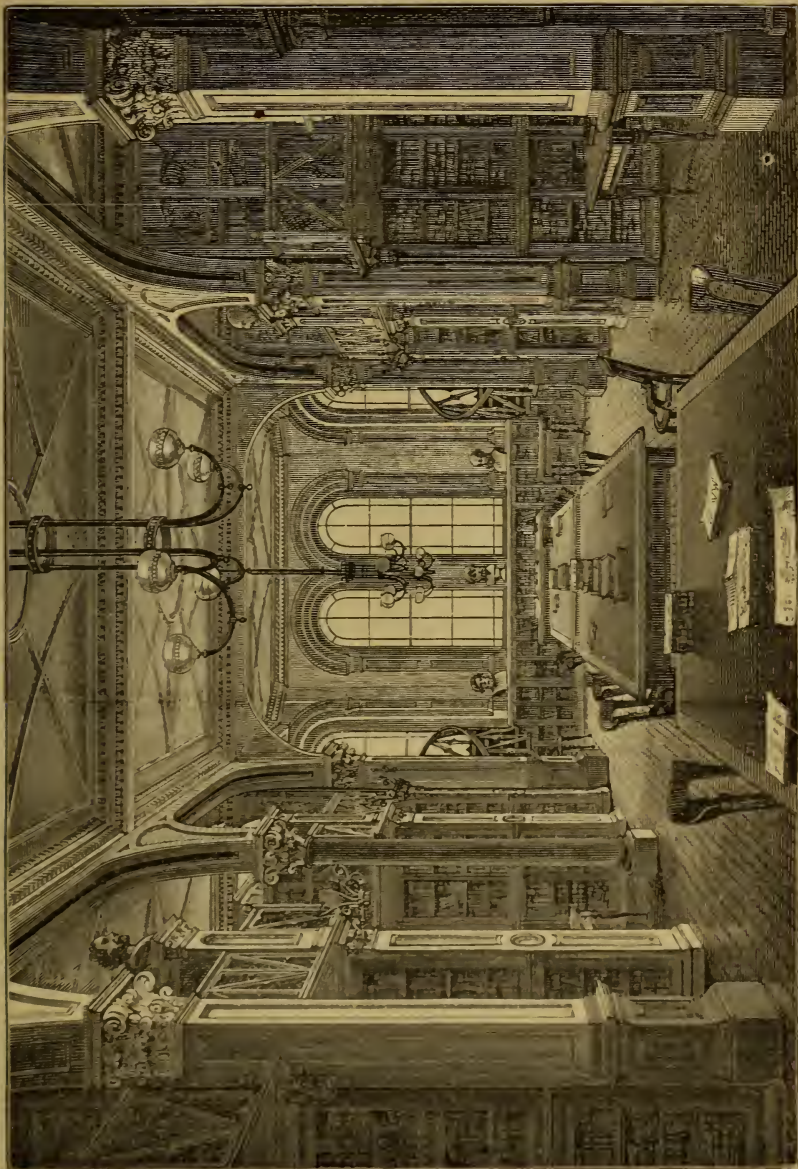
Special distinction in scholarship on the part of the graduates in any of the courses will be indicated by the words "*Summa cum laude*."

Students who complete the Course for Honors in Classics, Mathematics, Science or Modern Languages, will, on the recommendation of the Faculty, receive the degree of B.A.; and honors, if awarded, will be stated in the diploma.

If, on account of interruption, any student is unable to complete the Courses for Honors before graduation, the Faculty, in proper cases, will allow the studies to be made up in post-graduate courses.

The degree of M.A. will be granted upon the conditions stated under the head of Post-Graduate Students.

**Extract from College Charter in relation to conferring degrees:* "The corporation of Wellesley College is hereby authorized to grant such honorary testimonials, and confer such honors, degrees and diplomas, as are granted or conferred by any University, College or Seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College or Seminary of learning in this Commonwealth."



COLLEGE LIBRARY.

Course of Instruction in Collegiate Department.

It is desirable that students should, before they enter College, decide upon the courses most useful for them to pursue. A description of the general plan and scope of instruction is therefore given, in order to aid in their selection from the seven different courses which are offered.

The general design of the College is to provide for the radical change in the education of women, which is made necessary by the great national demand for their higher education. By a gradual and almost unnoticed revolution the education of the youth of our country has, to a great extent, passed into the hands of female teachers. There are now more than 300,000 women engaged in teaching in public and private schools. This fact has been, to a large degree, the origin of the demand for a higher education. It should also largely influence the character of the instruction which is to be given to those who are to become the teachers of the country. The leading object in Wellesley College is to educate learned and useful teachers, and this is kept in view throughout all the courses of study, and in all the methods of instruction. Hence, it is necessary that there should be many different courses of study, as well as opportunities of varying these courses by means of elective studies.

THE GENERAL COLLEGE COURSE.

This Course is best adapted to the needs of the majority of students. It corresponds to the usual Classical Course in the best American colleges, although differing radically in some particulars. It is intended to provide thorough and liberal foundations for future special study, as well as to give the opportunities required for the education of teachers. It provides for instruction in Greek, Latin, Mathematics, French, German, the Physical and Natural Sciences, History, Literature, Logic, Rhetoric, Ethics, Psychology, Drawing and Elocution.

It may be widely varied by the introduction of elective studies, so as to meet the wants of individual students, and give them special training and education. But there must be limitations to this privilege of selection. The College cannot grant its degrees to students who have not prepared for future

progress by a systematic course of instruction; nor can students be allowed to take elective studies from caprice, or because they are easy. For these reasons the choice of elective studies in every course is always to be subject to the approval of the Faculty. The system of electives in the General Course begins at the end of the Freshman Year. The Faculty will then have become acquainted with the student's capacity and acquirements, and can decide as to the best course to be pursued in the future.

INSTRUCTION IN GREEK AND LATIN.

The instruction in these languages is according to the best modern methods. The wide range of authors studied has already been stated, and the selection will commend itself to scholars. An unusual proportion of time is given to writing Greek and Latin prose. Students are also taught to write Latin verse. It is the aim throughout to produce accurate and accomplished classical scholars. They are instructed in the History, Mythology, Archæology and Art of Greece and Rome. Great opportunities are given them in the unrestricted use of the valuable works of reference and illustration in the library. The books of reference used by the best classical scholars are freely provided, together with the latest and best German, French and English editions of the classics. There is a cabinet in the library, containing a large and valuable collection of copies in plaster and sulphur from antique coins, medals and gems, for the illustration of classical studies and ancient history.

INSTRUCTION IN MATHEMATICS.

The course in Pure Mathematics begins on a basis of Common Arithmetic, University Algebra and Plane Geometry. It is continued through two years of the College Course, and includes the study of Solid Geometry, Advanced Algebra, Plane and Spherical Trigonometry, Analytical Geometry, Differential and Integral Calculus.

The required Mathematical studies of the General College Course end with Plane Trigonometry. Those who pursue the Scientific Course continue their

Mathematics through another year, with Analytical Geometry, Differential and Integral Calculus. All who show marked ability, and desire to pursue this science, have the Course for Honors open to them. This gives more extended work in the Calculus and General Geometry, Modern Geometry, Analytical Mechanics and Mathematical Astronomy. Should any one wish to pursue this branch farther, she can do so in a Post-Graduate Course.

INSTRUCTION IN GERMAN.

The course in German is arranged for four years, commencing with the Freshman Year. Candidates for this course must show that they have mastered the first part of Otto's German Grammar and Whitney's Grammar and Reader, or their equivalents. Advanced Scholars will be placed in higher classes. Other classes will be arranged for beginners.

In the Freshman Year three works of Schiller are carefully studied. The classes also study the life of Schiller, the history and style of his writings, and his influence in the literature of Germany.

In the Sophomore Year three works of Goethe are read. His life, his style, his influence in literature, are studied, and made the subject of essays in German. Other selections in prose and poetry are also read during the year.

The first half of the Junior Year is occupied with Lessing's Nathan Der Weise. The method of recitation changes when this work is finished. After this, the works studied (as a general rule) are not translated into English. The recitations are conducted entirely in German. Barthel's Deutsche Nationalliteratur der Neuzeit is the text-book for the remainder of the year. The study is critical and historical. Reference is made to the books in the German library, and the results are presented in the class-room in oral discussions and in essays.

In the first half of the Senior Year Goethe's Faust is read. The course of study is similar to that of the Junior Year, with frequent reference to the critical works relating to Faust. During the last half of the year the General History of German Literature is resumed.

An elective course in Middle High German may be substituted for the regular course during the last half of the Senior Year. It is intended for special students who desire to study the origin and historical development of the language and literature.

The aim throughout is to prepare the students to become teachers of German. Blackboard exercises, translations at sight from English into German, from German into English, and original essays in German, are required in each year. There are many oral and written examinations. Exactness in pronunciation is insisted upon at all times, and the classes are instructed in writing German with correctness and elegance of expression. There are frequent exercises in reading German, as well as in conversation and dictation.

There is a large and valuable library of Ancient and Modern German Literature which the students are allowed to consult. Many German Reviews and Magazines are subscribed for, with the purpose of giving information as to the history of current literature, as well as teaching idiomatic forms of expression. Among these are *Literarisches Centralblatt*; *Rundschau*; *Archiv für Literaturgeschichte*; *Ueber Land und Meer*; *Daheim*.

INSTRUCTION IN FRENCH.

A systematic course of study of the French Language and Literature can be continued through the Academic and Collegiate Years. Those who wish to receive the full benefit of this instruction should have a thorough knowledge of the grammar, and be able to translate French at sight, and converse in French when they enter. Classes are arranged for beginners, and higher classes for those who have a more perfect knowledge of the language.

The Freshman Year is occupied with the study of selections from the most noted contemporary authors. The design of the instruction during this year is to teach a pure Parisian accent, to perfect the grammatical study of the language, and familiarize the students with idiomatic French. Students are required to write French essays, are constantly practiced in grammatical exercises and dictations; and are taught to converse correctly.

During the next year the same general plan of instruction is continued, but more attention is given to French Literature. The Literature of the Nineteenth Century is studied. Selections from the most celebrated poets and prose writers are read, and the students are taught to observe the characteristics of their style. The French essays during the year relate to the same subjects. Conversation in French is continued, with constant attention to accent and expression.

In the Junior Year the classes study the History of the French Literature of the Seventeenth and Eighteenth Centuries. The study is critical as well as

historical. The valuable works upon French literature in the Library are referred to, and the results of the investigations are given in the class-room. During the year, selections are read from the classic authors named in the list of studies.

In the Senior Year the history of the formation of the French Language is studied. The French Library affords ample opportunities for this instruction. The classes are required to study the history of the Early French Literature and Language, its different dialects, and to write essays upon these subjects. They also read selections in Old French.

Throughout the Four Years' Course, French may be studied as thoroughly as Greek or Latin. The students are carefully drilled in construction and pronunciation. The class instruction is given in French, essays are written by the students, and they are taught to converse correctly in the class-room, as well as at the French tables in the dining-hall. The constant aim is to prepare the students to be teachers, to instruct them in French Literature, and teach them to speak, read and write idiomatic French.

The French Library contains a valuable selection of classic and modern authors, and an important collection of Old French works. A number of French magazines, periodicals and reviews are received for the use of this department. Among these are:—

Revue des Deux Mondes, *Magazin Pittoresque*, *Revue Politique et Littéraire*, *Gazette des Beaux Arts*, *Revue Historique*, *Revue des Langues Romanes*, *Romania*.

INSTRUCTION IN LITERATURE.

The study of Literature is pursued during the four Collegiate Years. It is essential to woman's education, and is required in all the different courses.

The Freshman Year is occupied with an outline history of Grecian and Roman Literature; the formation of the new languages after the dissolution of the Western Empire; the Early Literatures of Italy, Spain, France and Germany, their connection and mutual influences; and the General History of English Literature, from its earliest period. This year's instruction is intended to give a connected and systematic history of the general progress of Literature. It aims also to show the influences of the political, social and religious elements, especially in the development of the great European Literatures; and to trace some of their reflex influences upon the progress of civilization.

The Sophomore Year is occupied with English Literature, from the Elizabethan age to the nineteenth century. Different authors are selected, and the classes make a critical study of the designated portions of their works. They are also required to study the lives of these authors, and their connection with contemporary history. Abundant references are given to the biographical and historical works in the Library. The aim is to teach the classes how to study the authors for themselves, and thus to cultivate correct taste, and acquire true principles of criticism.

During the Junior Year the time is given to the study of the three great poets, Homer, Dante, and Shakspeare.

The Senior Year is devoted to early English Literature, and is mainly given to the study of Chaucer, and the Literature prior to Chaucer. In addition to the more generally known authors of this period, many of the works published by the "Early English Text Society" are studied, not only with reference to the formation of the English language, but also on account of their literary value.

No text-books are used. The instruction is given in lectures and recitations. The original authors are studied, and references are made to the critical and illustrative works in the library. Essays upon the works read are required throughout the whole period. The instruction in Literature is not confined to the class-room work. Courses of reading are given to those who desire them. There are three Literary Societies, and many reading circles, which are of great value. The refining and cultivating influences of this course of study, and of these methods of instruction, are felt from the outset. A pure taste and healthy imagination, as well as a high standard of literary culture, are rapidly developed.

All the leading literary reviews, journals and magazines published in England, Germany, France and the United States, are regularly received for the use of teachers and students in this department. Among some of the more rare periodicals received for the study of Early English Literature are Kolbing, *Englische Studien*, and the publications of the Early English Text Society, the Chaucer Publication Society and the Camden Society.

A valuable Shakspeare Library has been formed to encourage the study of Shakspeare. The publications of the New Shakspeare Society and the "Deutschen Shakspeare Gesellschaft" are regularly received.

INSTRUCTION IN HISTORY.

The study of History is continued during the four Collegiate Years. The Freshman Class has a course in Greek History, from the heroic age to the fall of the empire of Alexander. This is followed by the History of Rome to the dissolution of the Western Empire. The Sophomore and Junior Years are given to the study of Mediæval and Modern History. In the Senior Year the time is given to special historical investigations.

The instruction is given by lectures, with constant topical studies of the original authorities in the library. Essays upon the subjects studied are required from the students throughout the course.

COURSE FOR HONORS IN CLASSICS.

This is intended for those who wish to qualify themselves to become teachers worthy of the highest positions. The list of studies pursued will be found on page 17. It is laid out as a four years' course for the convenience of comparison and explanation. In substance, however, it begins with the Sophomore Year. During the Freshman Year the student will have finished the Mathematics, ordinarily required, and will then be allowed to pursue for three years a thorough and comprehensive course of Greek and Latin. Those who select this course must study German until they are able to read it with facility, as they will be obliged to consult German books of reference in the library, and to use German text-books during a part of the time. The schedule of studies pursued does not indicate the entire range of instruction. They will be required to study Ancient History, Literature and Art. In addition to the classics they will be required to study English Literature, Modern History, Logic, Rhetoric, Essay Writing, Mental and Moral Philosophy. This course has already been adopted by many students. But those who desire to take it should observe that, in order to secure its advantages, they will be obliged to forego the study of some of the sciences pursued in the General Course.

After 1881 all who select the Course for Honors in the Classics must pass the examinations in Greek advised in the qualifications for admission to the General College Course.

COURSE FOR HONORS IN MATHEMATICS.

This has been prepared with the same general purpose as the Course for Honors in the Classics. It is open to all in the General College Course and in the Scientific Course.

In every class there will be some who have a peculiar talent for the pursuit of Mathematical studies. These will find in the Course for Honors a very desirable opportunity to prosecute the study of Higher Mathematics for three years.

This has the advantage over the other special courses for honors, that it does not involve the sacrifice of other studies. It will not be necessary that the students devote all their time to Mathematics. They will be required to study History, Literature, Mental and Moral Philosophy and Essay Writing, and can take two electives in the Sophomore and Senior Years, and one elective in the Junior Year.

INSTRUCTION IN THE SCIENTIFIC COURSE.

This is prepared for those who desire to give the four years of College life to the pursuit of the Natural, Physical and Mathematical Sciences, and the studies necessarily connected therewith. It is intended to meet the imperative demand in the higher education of women for more extended and thorough instruction in the Sciences. The course, as laid out, gives opportunities for scientific study which are substantially the equivalent of those given to young men in the best Scientific and Technical Schools. But it is evident that the scope of instruction must differ widely. The instruction which is specially designed to prepare men to be civil and mining engineers, or for similar professions, would be useless here.

The present course is arranged to meet the wants of teachers; to open the way for future special study; and, also, to provide satisfactory preparation for those who intend to become physicians. It embraces the study of Mathematics, Chemistry, Mineralogy, Lithology, Geology, Botany, Biology, Histology, Physics and Astronomy, in addition to the English branches required in all the courses. The entrance examination will be the same as for the General College Course, with the exception that Greek will not be required. Students will not be obliged to pursue the study of Latin any farther, but an increased amount of study of Mathematics will be necessary. It is very desirable that

those who intend to take this course should come prepared to read French and German with facility. These languages are necessary to all who wish to study Modern Science, and to be conversant with its progress. German and French will be pursued by all until they are able to read ordinary scientific works in both languages. The studies to be pursued are stated on page 21. Those who are making their plans for future study will perceive that they must be governed, to a certain degree, by the amount of time which will be necessary for the study of French and German.

The course in Chemistry is described minutely, in order that candidates may know the nature and extent of the instruction to be given, and the study to be required.

GENERAL CHEMISTRY OF THE SCIENTIFIC COURSE.

The instruction in Chemistry has for its object to lay thorough foundations for future studies ; to teach the students the laws of chemical combinations, the chemical nomenclature and formulæ, the properties of the elements, and of their more important compounds ; the practical use of apparatus ; the methods of analysis ; the qualitative tests for the detection of the substances studied, and the connection of Chemistry with other sciences.

The instruction is given by lectures, aided by text-books and by a large collection of books of reference, to which the students have constant access. From the commencement of the course to the end, the students receive practical instruction in the Laboratory. Each student has a desk, with a separate cupboard and drawer assigned for her use, and she is provided with apparatus, as well as with the necessary chemical re-agents. Before leaving any subject there is an examination to determine whether it has been thoroughly understood, and whether the purpose of each Laboratory experiment has been fully comprehended. An equation is required for each reaction. The students take full notes of the lectures, and make drawings of the apparatus used in the experiments, whether these are performed by the Professor or by the student herself; and these note-books are submitted to the Professor.

Instruction will be given in the use of the Spectroscope and of the Compound Microscope. As most of the students are preparing to be teachers, they are required to present subjects in the class-room in the form of brief lectures, accompanied by experiments and by blackboard illustrations.

The course of studies is added in detail. Sophomores in the General

Course take the Chemistry of the first year ; all who desire to pursue the study of Chemistry farther can take it as an elective, and join any of the classes in the Scientific Course. Students in either of the general or special courses can take any part of this course in Chemistry.

FIRST YEAR.

GENERAL CHEMISTRY.

General Introduction. — Laws of Chemistry, nomenclature, formulæ, voltaic battery ; hydrogen, nitrogen, oxygen, ozone and air, water and electrolysis, ammonia, hydrogen peroxide, nitric acid and nitrates, nitrous oxide, nitric oxide and other oxides of nitrogen ; chlorine, hydrochloric acid, and compounds of chlorine with oxygen ; bromine, iodine, fluorine, and their compounds ; sulphur, sulphurous oxide, sulphuric acid ; hydrogen sulphide, hyposulphurous acid, the thionic acids ; selenium ; carbon, carbon monoxide, carbon dioxide, illuminating gas, carbon disulphide ; silicon ; boron, phosphorus and compounds ; arsenic and compounds ; antimony and bismuth.

General Introduction to Metals. — Potassium, sodium, lithium, cæsium, ammonium compounds, calcium, barium, strontium and the remaining metals ; electrotyping and electroplating.

Theory of Organic Chemistry. — Marsh gas, olefiant gas, fermentation, alcohol and acetic acid, cyanogen and compounds, oils, glycerine, soap, starch, sugar, bread, wine, beer.

Relation of Chemistry to other Sciences.

QUALITATIVE ANALYSIS.

This subject will be commenced during the first year of the Scientific Course, and will be continued the following year. Already in General Chemistry the pupils will have become acquainted with many tests for the more common acids and bases. Lectures will be given explaining the methods of preliminary testing in the dry way, viz., in closed tube, on charcoal in reducing flame, in phosphorus, salt bead, etc. ; the methods of bringing into solution the various oxides, salts and silicates ; the arrangement of the bases in six groups ; the methods of separating the single members of each group ; the testing for acids.

All of these lectures will be illustrated by suitable reactions in the class-room, and will be followed by experiments in the Laboratory, with materials both known and unknown.

Each member of the class will be furnished with a separate set of from twenty to thirty unknown substances, solutions and solids, beginning with a single compound and advancing to mixtures; these she must examine systematically according to the plan taught, noting in her blank-book her purpose in instituting each test, the result, and her interpretation of the latter.

SECOND YEAR.

In Stoichiometry, problems will be given under the following heads: 1. Calculation of percentage composition from the formula. 2. Calculation of symbol from percentage composition. 3. Calculation of the weight of products, the factors being given. 4. Calculation of the factors required to yield a given weight or volume of the product. 5. Reduction of gaseous volumes for pressure and temperature.

QUANTITATIVE ANALYSIS.

The experiments in Quantitative Analysis will be accompanied by lectures explaining the apparatus to be used, the re-agents and the methods.

By gravimetric methods, the analysis of eight compounds will be required. 1. BaCl_2 , to determine H_2O , Ba, Cl. 2. MgSO_4 , to determine sulphuric acid, magnesia, water. 3. Solder, to determine tin, lead. 4. Brass, to determine copper, zinc. 5. Potassium alum, to determine sulphuric acid, Al, K. 6. Ferric ammonium sulphate, to determine Fe, NH_4 . 7. Feldspar, to determine Al, K, Si. 8. Silver coin.

By volumetric methods will be required: 1. Preparation of normal ammonia and hydrochloric acid. 2. Soda-ash, to determine Na_2CO_3 , Na Cl, Na_2SO_4 . 3. Pearl-ash, K_2CO_3 . 4. Bleaching-powder, HOCl . 5. Ferrous sulphate, Fe. 6. Ferrocyanide of potassium, Fe. 7. Grape sugar. 8. Cane sugar. 9. A phosphate. 10. Binoxide of manganese.

ORGANIC CHEMISTRY.

A course of lectures will be given during the second year, which will cover the most important topics in Organic Chemistry, as well as the theories which have been advanced by the leading chemists of the present century.

The following are among the topics which will be treated in these lectures : tests for carbon, nitrogen, hydrogen, chlorine, sulphur, phosphorus, in organic bodies ; empirical formulæ, how determined ; six series of homologous compounds ; constitution-formulæ ; isomerism ; marsh-gas series of hydrocarbons ; alcohols, monatomic, diatomic, triatomic, primary, secondary, tertiary ; esters or etherial salts, ethers ; mercaptans, amines, nitro compounds, kakodyl, aldehydes, chloral hydrate, ketones, formic acid, acetic acid, glycerine, nitro-glycerine, fats, protagon, soaps, prussic acid, nitriles, cyanogen, urea, mannite, tartaric acid, sugar, acrolein, cellulose, starch, benzol and its derivatives.

In the department of Chemistry and Mineralogy there are two laboratories, a lecture-room and a store-room for apparatus. The Chemical Laboratory is furnished with apparatus, cupboards and drawers for ninety-six students working in divisions. The desks are furnished with sinks, gas, hot and cold water. The laboratory is provided with a number of convenient hoods for manipulation of noxious gases. It is furnished with the best apparatus, and all its arrangements are of the most approved construction. The laboratory and lecture-room are thoroughly ventilated, and fully supplied with all the chemicals and fixtures which can be desired. No charge is made for the use of apparatus or for chemicals used ; but the pupils will be charged cost prices for all articles broken.

Among the books of reference are Watts' Dictionary of Chemistry, Wurz' Dictionaire de Chimie, Storer's Dictionary of Solubilities, Graham-Otto's Lehrbuch der Chemie, and the works of Fresenius, Wagner, Classen, Schorlemmer, Dittmar, Barker, Cooke, Roscoe, Tilden and others.

The following periodicals are regularly received for the use of teachers and students : Journal of the Chemical Society, London ; Bulletin Mensuel de la Société Chimique de Paris, Annales de Chimie et de Physique ; Annalen der Physik und Chemie ; Zeitschrift für Analytische Chemie ; Berichte der Deutschen Chemischen Gesellschaft ; Jahresberichte über die Fortschritte der Chemischen Technologie ; Jahresberichte über die Fortschritte der Chemie ; American Journal of Science.

INSTRUCTION IN MINERALOGY AND LITHOLOGY.

The course in Mineralogy occupies the first term of the year. Those who find it desirable to continue this subject farther will have the opportunity. The lectures in Mineralogy embrace the various topics comprehended under morphology, the physical properties of minerals and the chemical reactions employed

as tests, together with the description of the different species. The pupils have access to the collection of minerals, which they are expected to study until they are able to recognize them at sight by their physical properties. In the Mineralogical laboratory every convenience for Blow-pipe Analysis is provided. From twenty to thirty determinations (according to Brush) of unknown minerals are required. Students have also the privilege of determining as many other minerals as they desire. Frequent oral examinations are held, in which they are tested as to their ability to recognize the specimens already studied, being required to state at the same time the properties which enable them to decide.

The study of Lithology is continued, with the aid of the compound microscope, the polariscope, and a collection of thin sections of typical rocks, and of their constituent minerals. The text-books used are the works of J. D. Dana, E. S. Dana, Brush and Collins. The following are the books of reference: Mineralogie, by P. Brard; Lehrbuch der Mineralogie, by Kenngott; Phillips' Mineralogy, by Brooke and Miller; Microscopische Beschaffenheit der Mineralien, by Zirkel; Petrographie, by Zirkel; Rocks Classified and Described, by Von Cotta; Handbuch der Mineralchemie, by Rammelsberg; Handwörterbuch des Chemischen Theils der Mineralogie, by Rammelsberg; Geschichte der Mineralogie, by Von Kobell; Plattner's Manual; Mineralogie, by Burat; Berzelius' Neues Chemisches Mineralsystem, by Rammelsberg.

INSTRUCTION IN PHYSICS.

The instruction in Physics is given by recitations, lectures, and experiments in the Laboratory performed by the students. The principles deduced from these are given mathematical expression, and often graphical representation. Practical problems are frequently proposed for solution. The students are required to repeat the lecture-room experiments, and to give lectures upon the subjects investigated.

PLAN OF INSTRUCTION.

COURSE FOR FIRST YEAR.

The foundation doctrines of Motion, Force and Energy, as applied to visible masses, are first discussed. Keeping in view these established laws, Molec-

ular Physics, including Sound, Light, Heat, Electricity and Magnetism, are afterward taken up. The presentation of these subjects is illustrated by ample apparatus.

LABORATORY PRACTICE.

This includes experiments in General Physical Measurements, viz.: Estimation of Tenths in Space; Estimation of Tenths of a Second; Use of Verniers; Use of Various Forms of Thermometers; Method of Testing Thermometers; Use of Reading Microscopes; Use of Cathetometer; Use of Hook Gauge in determining the height of the surface of Liquids; Use of Hydrometers; Use of Barometer in determining Heights; Calibration by Water and Mercury; Calculation of Probable Error of Results.

In Mechanics. — Determination of the Coefficient of Friction; of the Laws of Deflection of Beams; of the Laws of the Pendulum; of the Laws of the Torsion of Wires; of Specific Gravity by various methods; of the Laws of Falling Bodies, and the relations of Force and Momentum by Atwood's Machine.

In Light. — Determination of the Law of the Conjugate Foci of Lenses; of the Radius of Curvature and Focal Distance of Lenses by the Spherometer; of the Candle Power of Lights; of the Angle of Prisms; Use of the Spectroscope, mapping out the prominent Fraunhofer Lines and the Spectra of the lighter metals, which can be volatilized by the Bunsen Burner; General Manipulation of the Microscope.

In Sound. — The verification of the Laws of Strings with Sonometer; Study of Overtones with set of diapasons and organ pipes from König; Study of Vibrations, with Chladni's Plates, Lissajou's Apparatus, Tisley's Pendulums, Blackburn's Pendulum and the Phoneidoscope.

In Electricity. — Measurement of Electrical Resistances; Determination of the Law of Sine Galvanometer, and of Galvanometer Constants; Law and Force of Magnets. A telegraphic line has been set up with termini and one way-station, and experiments are performed with the ordinary transmitter and receiver, and with the Telephone and Microphone.

Text-Books. — Atkinson's Ganot's Physics, and Pickering's Physical Manipulations. Vol. I.

COURSE FOR SECOND YEAR.

The work of students is largely in the laboratory, embracing more extended and difficult experiments, especially in Heat and Electricity, which are

worked up by analytical methods with the use of the calculus. Theses will be required on assigned themes, illustrated by experiments devised by the student. No single text-book will be used, but the student will be referred to the best work of reference in German, French or English upon the subject under consideration.

A few of the experiments only can be noted :—

In Heat.—Laws of the Expansion of Solids, Liquids and Gases ; Determination of Specific Heats ; study of the Laws of Radiant Heat and Diathermancy, with the use of a complete Melloni's apparatus.

In Light.—There will be more extended work with the Spectroscope, mapping the spectra of the heavier metals and gases, with the use of the Electric Spark, Induction Coil and Plucker's Tubes ; Determination of the Indices of Refraction of various kinds of glass, and liquids contained in hollow prisms, the instrument used being a Spectrometer by Meyerstein, of Göttingen. Measurement of Wave Lengths of Light with Diffraction Bank. Instruction will be given in the use of the various attachments to the Microscope, including the Micro-spectroscope. Experiments in Polarization of Light with Hoffman's Polari-microscope.

In Photography.—Positives on glass will be taken, suitable for projection by the Lantern, the first subjects being wood-cuts and engravings, but later, Microscopic Objects and the Sun Spectrum.

In Electricity.—Measurement of the Resistances of various substances, liquid and solid, and the Electro-motive Force of Batteries, with Wheatstone's Bridge and Thomson's Mirror Galvanometer.

The students will be taught the various departments of Lantern Projection ; Microscopical Projection, Projection with Polarized Light and use of Vertical Lantern. The whole course is intended to train students to accuracy of observation, skill in experimenting, and clearness of statement of scientific facts, and to stimulate, as soon as possible, original research on the part of the student.

Text-book for laboratory practice, "Pickering's Physical Manipulation," Vol. II.

Among the books of reference, are Deschanel's Natural Philosophy ; Wüllner, Experimentalphysik ; Weinhold's Experimental Physics ; Frick, Physikalische Technik ; Jamin, Cours de Physique ; Daguin, Traité de Physique ; Roscoe's Spectrum Analysis ; Schellen's Spectrum Analysis ; Helmholtz's Sensations of Tone, and Optique Physiologique ; Kohlrausch Physical Measurements ; and the Works of Tyndall, Spottiswoode, Thomson, Jenkin, Lommel, Pereira, Tait and Stewart.

The following scientific periodicals are received for the use of this department: *Comptes Rendus de l'Académie des Sciences*, *Philosophical Magazine*, *American Journal of Science and Art*, *Dingler's Polytechnische Journal*, *Quarterly Microscopical Journal*, *Journal of the Royal Microscopical Society*, *Quarterly Journal of Science*, *Popular Science Review*.

The department of Physics occupies a convenient lecture-room, with lantern and portelumiére constantly in place for the illustration of lectures, or the projection upon the screen of minute experiments. Water, wires from the battery, oxygen and hydrogen and illuminating gas, are furnished at the lecturer's desk. The costly apparatus for this department has been selected with great care from the best makers in England, France, Germany and this country. During the present year the apparatus has been largely increased. Everything necessary for instruction and illustration has been supplied. There is a Professor's Laboratory, for the preparation of experiments, and an extensive student's Laboratory, supplied with instruments for quantitative work. This is arranged in eight separate rooms and alcoves. One dark room is supplied with a Bunsen's Photometer, for measuring the candle power of lights, and with apparatus for Spectrum Analysis, etc. Another room is fitted up for an Electrical Laboratory, and supplied with a Wheatstone's Bridge and Resistance Coils, Thomson's Mirror Galvanometer and Lamp-stand, made by Elliot, of London, and other apparatus necessary for Electrical measurements. There is also a battery-room and a room for photography.

INSTRUCTION IN BOTANY.

The Course of Instruction commences in the first term of the Sophomore Year, and extends through two years.

The First Year includes Descriptive Anatomy, General Morphology and Principles of Classification.

The Second Year, Histology and Vegetable Physiology.

The study of the gross and minute anatomy of the various organs of plants is followed by a consideration of the changes of form which they undergo in different species, according to their conditions of life. Plants thus studied are carefully described, compared and grouped, in accordance with their genetic relations.

Special attention is given to the orders which have been supposed to present peculiar difficulties, and which, for this reason, are often neglected. In the study of orders, mention is made of the prominent species of each, especially those furnishing useful products. In connection with the study of vegetable

tissues, instruction is given in Practical Microscopy, in the use of Micro-chemical re-agents, and in preparation of Microscopical Specimens.

Succeeding this branch of the science is the study of the plant in action, and the consideration of questions pertaining to its life history. A portion of the Second Year is also given to the determination of dried specimens of plants, and to the study of the flora of some assigned locality.

Those who desire it may pursue special branches of the science beyond the time allotted to the general course.

Instruction is given by recitations, lectures, and by practical work in the Laboratory, which is regarded as of the highest importance. The progress of the student is tested by frequent written and oral examinations, and each, in turn, is expected to lecture upon subjects assigned.

Students are encouraged to make independent observations and self-reliant researches; and, avoiding hasty inferences from partial data, to form judgments of things noted, and correctly describe the results of their observations. To secure this end, they are instructed in the best methods of study and of observation.

Every object studied in the Laboratory is sketched. To give facility in this indispensable part of the work, opportunities are given to the students to receive every week, throughout the course, free instruction in drawing and painting in water-colors.

Valuable Compound Microscopes are furnished by the College for the use of all the classes. The students have access at all times to the large Herbarium, and the extensive Botanical library of rare and valuable works. Plants from the green-house are supplied during the winter.

A large and costly collection of models of plants, which was prepared for, and exhibited at, the French Exposition, in 1878, by the celebrated Auzoux, of Paris, has been lately imported for the College and added to the Botanical Department.

The following Botanical Periodicals are regularly received for the use of this department: Curtis' Botanical Magazine; Botanische Zeitung, Bulletin de la Société Botanique de France; Annales des Sciences Naturelles, Bulletin Botanique; Journal of Botany; Journal of the Linnæan Society, and Grevillea.

ZOÖLOGY

Is one of the elective studies of the Senior Year. The instruction is intended as an introduction to this wide field of investigation, and to prepare the way for future special study. It commences with a valuable course of Elementary

Biology. This consists of lectures, with ample reference to the latest works upon this science, and is accompanied by dissections and microscopical researches in the laboratory, under the direction of the Professor. Structural and Systematic Zoölogy are taken up, and instruction is given as to the fundamental facts, accompanied by a continuous course of dissection in the laboratory. Those who wish to do so, can take a more extended course in Biology and Histology.

Large additions have been made to the Biological Laboratory, and many hundred volumes added to this department of the Library during the year.

The following periodicals are received for the use of this department: Journal of Anatomy and Physiology; Foster's Journal of Physiology; Annales des Sciences Naturelles (Zoölogie); Journal de l'Anatomie et de la Physiologie; Archiv für Mikroskopische; Anatomie Zeitschrift für Biologie.

MICROSCOPICAL LABORATORY.

This is supplied with fifty compound microscopes with an extensive battery of objectives, gas microscope, a microspectroscope and an abundant supply of accessory apparatus. These instruments are from the manufactories of Messrs. Zentmayer, Tolles, Bausch & Lomb in this country, Powell & Lealand, R. & J. Beck and Crouch of London, and Carl Zeiss of Jena.

This collection is already known as the most extensive and valuable in any college in this country.

The microscopes are in general use in the different scientific departments.

ASTRONOMY

Is an elective study of the Senior Year. Instruction in Physical Astronomy will be given in lectures, accompanied by reference to the works in the library. Those who wish to study Mathematical Astronomy will take the Course for Honors in Mathematics.

The Academic Department for 1879.

This is designed to fit students for the Freshman Class. It offers a thorough and varied course of study, a high standard of culture, and the general privileges of the College. Candidates are referred to the article in regard to preparation, on page 66, and to list of text-books on page 60.

QUALIFICATIONS FOR ADMISSION.

Candidates must be of good health, and at least fifteen years of age. In September, 1879, they must be prepared to pass satisfactory examinations in Reading, Writing, Spelling, English Grammar, Modern Geography, Arithmetic, Latin Grammar through Syntax, and two books of Cæsar.

In September, 1880, candidates must be prepared to pass satisfactory examinations in Reading, Writing, Spelling, English Grammar, Ancient and Modern Geography, Guyot's Physical Geography, Parts II and III, Arithmetic, Jones' Latin Lessons, Higginson's Young Folks' History of the United States.

Candidates should make a very careful preparation in Mental and Written Arithmetic, and acquire a thorough knowledge of the fundamental operations in Common and Decimal Fractions, Compound Numbers, Proportion, Percentage, Square and Cube Root. The examination in Mathematics and Latin will require thorough preparation. One year of recitation to a competent teacher is necessary for a proper preparation in Latin Grammar. A thorough knowledge of the whole of Jones' Latin Lessons will be expected. Parents are advised to give careful attention to these instructions, and to disregard the advice of all who tell them that their daughters can be fitted in a shorter time or with less care.

Examination for 1879 will commence September fourth. Candidates must arrive at the College September third.

COURSE OF STUDY.

FIRST YEAR.

Latin. — Cæsar ; Humphreys' Abbott's Latin Prose Composition.

Greek. — Greek Grammar ; Translation, oral and written, from Greek into English, and from English into Greek, Anabasis begun.

Mathematics. — Olney's School and University Algebras, Part I.

Essay Writing ; Physiology ; English Literature ; Elocution ; Free-hand, Mathematical and Perspective Drawing ; Vocal Music, class instruction.

SECOND YEAR.

Latin.—Cicero, Orations ; Humphreys' Abbott's Latin Prose Composition.

Greek.—Anabasis continued through three books ; study of forms and constructions continued ; Greek Prose composition ; Iliad.

Mathematics.—Olney's School and University Algebras, Part II.

German, elective.—Otto's German Grammar ; König René's Tochter ; German and English conversations.

French.—Oral lessons, embracing a thorough drill in pronunciation ; Grammar ; reading and writing French.

Grecian and Roman History ; English Literature ; Elocution ; Drawing ; Vocal Music, class instruction.

THIRD YEAR.

Latin.—Virgil ; Latin Prose Composition.

Greek.—Iliad, two books ; Study of forms and constructions continued ; Prose Composition ; Grecian History and Geography.

Mathematics.—Olney's Plane Geometry.

French, elective.—Grammaire Française par Noël et Chapsal, avec Exercices à l'appui des règles, Dictées, Histoire de France par Lamé Fleury.

German, elective.—Whitney's German Grammar and Reader ; Deutsche Lyrik ; Fouque, Undine.

Grecian and Roman History ; Essays ; Vocal Music, class instruction ; Drawing ; Elocution.

LIST OF TEXT-BOOKS USED IN THE ACADEMIC DEPARTMENT.

The following list of text-books is given in consequence of frequent inquiries:—

Jones' First Lessons in Latin, published by S. C. Griggs & Co., Chicago
Allen & Greenough's Latin Grammar.

Allen & Greenough's Cæsar, Cicero and Virgil—all published by Ginn & Heath, Boston.

Humphreys' Abbott's Latin Prose, through English Idiom, published by John Allyn, Boston.

First Lessons in Greek by J. R. Boise, published by S. C. Griggs & Co., Chicago.

Hadley's Greek Grammar, published by D. Appleton & Co., New York
Greek Prose Composition, by E. Jones, published by S. C. Griggs & Co., Chicago.

Goodwin's Greek Grammar, published by Ginn & Heath, Boston.

Xenophen Anabasis, by J. R. Boise, published by D. Appleton & Co., New York.

Olney's Complete School Algebra.

Olney's University Algebra.

Olney's Elements of Geometry, all published by Sheldon & Co., New York.

Otto's German Grammar.

Wilcomb and Otto's German and English Conversation.

Whitney's German Grammar.

Whitney's German Reader. All published by Henry Holt & Co., New York.

Konig René's Tochter, published by Carl Schonhof, Boston.

Buchheim Deutsche Lyrik, published by Macmillan & Co., New York.

Noel & Chapsal French Grammar, for sale by Carl Schonhof, Boston.

Histoire de France, par Lamé Fleury, published by H. Holt & Co., N. Y.

Higginson's Young Folks History of the United States, published by Lee & Shepard, Boston.

Students fitting for Wellesley College, can procure these books from M. H. Sargent & Son, No. 12 Bromfield Street, Boston, with the same discounts at which they are sold to the College.



The College Buildings and Grounds.

It is intended that the elevating and refining influences of a happy Christian home shall surround the students in these years of education, when the future life receives its impulse and direction. The College provides all the surroundings which can make the life of the students refined and noble. The extensive grounds and costly buildings, the comforts and luxuries, are such as are usually found only in the abodes of the wealthy.

The location is known as the most healthy in the healthy State of Massachusetts. There is no malaria in any part of this region. All the appointments of the College are so satisfactory that it is acknowledged to be the most beautiful and perfect building devoted to the education of women in the world. It is not necessary to describe the buildings and grounds. An article published in Harper's Magazine for August, 1876, giving a description of the College, illustrated by many engravings, may be consulted by those who desire information upon the subject.

Some particulars, however, which are connected with comfort and health, should be stated. All the rooms are carpeted and handsomely furnished. The building is warmed by steam. An abundant supply of fresh air is admitted into the basement, and there heated by contact with steam radiators. Every study parlor has its separate hot-air flue, and the register enables the occupant to regulate the heat at pleasure. This method of heating by "indirect radiation," as it is called, is the best method of heating large buildings like the College. But an important improvement has been added, never before introduced in an educational institution: the warm, dry air is charged with moisture by the addition of a regulated quantity of steam, before it is admitted to the flues. The degree of moisture is carefully regulated in every part of the building by hygrodeiks, and the air is kept at the established "health point," neither too dry nor too moist, and thus an equable summer atmosphere is preserved, which has an important influence upon the health and spirits of the inmates.

The building is lighted by gas, manufactured upon the College premises, and conducted into every room. But as gaslight is not the best for study, German Student Lamps, which are found to give the softest and purest light known, are also furnished in every parlor.

An abundant supply of hot and cold water is provided in every part of the building. In order to prevent the possibility of impurities from surface water, a costly Artesian well has been driven, which supplies all the water that is used in the College. There are a large number of bathing-rooms, distributed at convenient points, in every story, for the use of the inmates.

A steam passenger elevator is provided for the students, and used constantly during the day and evening. It has proved to be so valuable that it is regarded as a necessity, rather than a luxury.

The health of the students is considered as of primary importance. In the construction of the buildings this was constantly in view. Everything possible has been done to give an abundance of light, sunshine and fresh air to the College Home.

The ventilation is a remarkable success. Indeed, it is generally con-

ceded that there is no public building in the country so well ventilated as Wellesley College. The drainage, natural and artificial, is faultless. The College is situated on a hill upon the shore of a beautiful lake. The ground slopes from the building in every direction, and stagnant water or dampness is impossible. The artificial drainage is most satisfactory. Details cannot be given here. Intelligent parents know that the indispensable requisites for health are pure air and water, sunshine, good ventilation and drainage. They are invited to examine into all these particulars.

A lady physician resides in the College, and gives her personal attention to the supervision of the arrangements connected with the health of the family. She has daily intercourse with the students, and instructs them in the care of their health, and the laws of Hygiene. They are encouraged to consult with her frequently, and are taught how to establish proper habits of attention and systematic care. A trained nurse also resides in the College, and takes care of the sick, under the physician's direction. No charge is made for medicine, nor for the attendance of the resident physician. A hospital, which can be shut off from the rest of the building, in case of contagious disease, is provided for those who need any extra care.

The College Grounds are three hundred acres in extent, and give ample opportunities for exercise and recreation. The lake affords a most desirable place for boating in summer, and skating in winter. The exercise of boating is so attractive in itself, and has been found to be so beneficial to the health of the students, that fourteen safe and convenient boats have been furnished, which they are allowed to use daily. It will be found that everything is done for the health, the comfort and the happiness of the family in the College Home.

GYMNASIUM.

A large Gymnasium is provided, and the classes are instructed in Calisthenics.

DOMESTIC DEPARTMENT.

All the regular students board in the College, and aid in some of the lighter domestic work of the family. The importance of this will be appreciated by thoughtful parents. This is not a novel experiment. For many years

it has been the rule in some other institutions. While it is not intended to give instruction in the details of domestic work, it is desirable that all should understand and take a practical part in systematic housekeeping. The time thus occupied will be one hour daily, and will not interfere with the hours of study. The economy of this course should not be overlooked. It would be easier to hire a much larger number of servants than are now employed, and bear the expense of their wages and board with the accompanying waste; but it would be necessary, in that case, to make the price for board and tuition nearly double what it now is. This would defeat one great object of the Trustees, which is, to give opportunities for a higher education to young women of moderate means. The success of this plan in the College leads the Trustees to believe that the students will cheerfully take their share in the easy and useful domestic work, when they understand that they are thus helping, in part, at least, to educate themselves. The experience of teachers in the well-known institutions in which this course has been pursued, has proved that the discipline of this domestic work, which unites all in one family as helpers for the common good, is invaluable in its influence upon the moral nature, and its preparation for social life.

APPLICATIONS.

WELLESLEY COLLEGE has been established for the purpose of giving to young women seeking a collegiate education, opportunities fully equivalent to those usually provided for young men. It is designed to meet, in the most comprehensive manner, the desire for the higher education of women, which is at this day so remarkable a feature in our national life. Those who are ambitious to become learned women, will find in the different General and Special Courses, the means for thorough study and the broadest culture.

Its object and aims must not be misunderstood. It is not intended to be like an ordinary seminary or finishing-school for girls. It is a College, arranged for collegiate methods of instruction and for courses of difficult

study, such as are pursued in none but the best colleges. It is intended for those students only who have vigorous health, more than ordinary ability, and the purpose to give themselves faithfully to the pursuit of knowledge, and to discipline and develop their minds by arduous study.

One prominent object in organizing the College has been to give peculiar advantages to those who intend to prepare themselves to be teachers. The difficult courses of study, the higher courses for Honors, and the methods of instruction, are all arranged with special reference to the wants of teachers. The College is not limited to this class of applicants. Others who have not this intention, but who desire an equally advanced education, will be admitted. There are in the College many students who have been teachers, and are now pursuing special courses in preparation for higher work. Such candidates will always receive peculiar advantages and privileges. (See page 34.)

The College is intended for young women of moderate means. Therefore the charge for board and tuition is placed as low as possible. Those who are wealthy, as well as those who are not, are expected to practice economy, and to discourage display and extravagance in dress and personal expenditure.

Wellesley College will be Christian in its influence, discipline and instruction.

Students of sixteen years of age are received, but it is better that none enter the Freshman class until they are seventeen.

All applications must state the age, health and attainments of the candidate. Those who enter in September must come for the entire Collegiate Year; those who come later, for the remainder of the year. The number of students is limited. Those who are qualified to enter the Freshman class, and teachers and post-graduates applying as special students, will receive the preference. Those who apply for the Academic Department, with the intention of taking the full College Course, will be received next in order, as far as the accommodations of the College will allow.

Vacancies frequently occur during the year, and candidates are received at any time when there is a vacancy. Those unable to enter in September may have their names registered for the first vacancy. The first term will begin September fourth. The winter term will begin soon after the first of January. The summer term will begin in the second or third week of April.

PREPARATION OF STUDENTS.

WE cannot urge too strongly upon parents the necessity of careful and thorough preparation of their daughters. They should decide early if they intend to fit their daughters for College, and then prepare them as patiently and systematically as boys are prepared. Ambitious girls are often allowed to make the dangerous mistake of overworking, in order to fit in a short time. This is as injurious to scholarship as it is to health. All "cramming" preparation is worthless.

In ordinary cases girls will need to study Greek and Latin, daily, for three or four years, under a good teacher, in order to be well fitted for the Freshman Class. It is best that the decision to fit girls for College should be made when they are ten or eleven years old. The preparation may then be more gradual, as the study of Latin can be commenced at once. It is necessary to caution parents against many worthless private schools and seminaries of low grade, that make a pretence of instructing in Latin.

The preparation in Mathematics is usually very poor, because girls are not thoroughly taught Mental and Written Arithmetic. They are encouraged to "get through" Arithmetic without understanding it, and when they study Algebra, soon learn to "hate Mathematics." Girls who are properly taught usually become fine mathematical scholars, and love the study. No study is more valuable in developing their mental powers. Particular attention is to be given to the instructions upon this point at page 10. In all cases when girls have the opportunity, they should join the High School classes of those who are fitting for College in the ordinary classical courses. But parents must not cease their watchful supervision. In some schools the study of Mathematics is dropped two years before the course ends. In such cases a thorough review is indispensable. In some schools easy Algebras are used, which are almost worthless.

Parents must also be very careful that the time of their daughters is devoted to the studies required for admission to the College, and not wasted in studies which they will be required to take in College. Girls fitting in High Schools are often urged to take various studies for the sake of graduation. The time thus taken may defeat their thorough preparation in Mathematics and Classics, while the studies pursued will be almost useless in their college course. Thus it will be comparatively useless to go through a High School course in

Chemistry, Natural Philosophy, Mental and Moral Philosophy. Pupils will be required to study Chemistry and Physics in College, according to the best modern methods, and with the indispensable addition of the best Laboratory work. They will also be required, in the Senior Year, when their minds are matured and prepared for these difficult subjects, to study Mental and Moral Philosophy. The best teachers are usually very desirous of assisting girls who intend to enter College. Teachers should, therefore, be informed of this intention, that the classes and studies may be so arranged as to enable their pupils to prepare in the shortest and best way. A list of approved textbooks may be found at page 60.

It is very desirable that all who have studied Latin for one year, should begin at once the study of Greek, whether they intend to enter the Academic or the Collegiate Department. There can be no question of the value of Greek to all who wish for a collegiate education.

We cannot urge too strongly that parents must exercise constant watchfulness, in order to insure *thoroughness* in preparation in every particular. Superficial instruction by poor teachers is not only a loss of valuable time, *but a serious injury to the mental powers*. It is more difficult to undo poor instruction and overcome bad habits of study, than to prepare the students from the beginning. Those who are prepared will receive far greater advantages in every way from the College. The number of students is limited, and many candidates are rejected every year. It should therefore be borne in mind, that *candidates well fitted for the Freshman Class are always sure to be admitted, as they will have the preference over all other applicants*.

PREPARATION IN RELATION TO HEALTH.

Girls must prepare for College not only in scholarship, but in health. If there is to be a permanent reform in regard to the higher education of women, it must be based upon a radical reform in regard to those causes which make any true education impossible. The prevailing delicacy of health in American girls excites just alarm among thoughtful teachers. The reform will begin when parents also begin to be alarmed, and girls are warned against the dangerous consequences which follow from carelessness and neglect. The delicate health of school girls is not caused by hard study. It is, in most cases, due to continued violation of the plain laws of nature, as to fresh air by night and day; simple and nourishing food at regular hours; daily exercise in the open air; sufficient sleep and suitable dress. The vigorous health of the great majority of students

at Wellesley College, which occasions such surprise to visitors, is satisfactory proof that healthy girls, under proper regulations, are usually capable of continued hard study without injury. During the first years of the College, many girls were received who were in poor health. The improvement in many of these was remarkable. But most of them found that continuous study was impossible. The experience of the first year will not be repeated. Hereafter, girls who are in delicate health will not be received. The College will not be responsible for invalids. It is intended for healthy girls who appreciate the blessings of health, and have the good sense to take care of it. If the collegiate education of girls be an experiment, it must not be tried with those who are broken down by violation of the laws of nature. Indeed, such a trial would be useless, and failure inevitable.

Girls must be taught that it is necessary to give constant attention to their health, if they wish to become successful students. The same care at home that is bestowed upon the students in the College, and the observance of the same simple rules, would insure similar success.

For many years the charge has been made, in public and in private, that the health of girls is destroyed by hard study in schools and colleges. It is the favorite argument of those who oppose the higher education of woman. We will not submit in silence to this odious injustice. Hard study, properly directed and regulated, promotes physical health. Every experienced teacher will confirm this statement. But the unjust prejudice against the higher education of women is perpetuated because the consequences of violating the laws of nature, from earliest childhood, are charged upon study; while the real causes are disregarded, and allowed to continue their pernicious work. When the thoughtful women of our country are united in observing, protesting against and reforming the fatal causes which do indeed destroy girls' health, this calumny, that woman's mind and woman's body are too frail to bear the pursuit of knowledge, will perish with other forgotten prejudices.

We expect our future candidates to join in this reform, and to learn in youth how to acquire vigorous health, as well as true learning. The instructions, the habits and the regulations at College will confirm these essential lessons, and they will be enabled to demonstrate, by the unanswerable logic of facts, the truth which cannot be emphasized too strongly—that hard study, properly directed and regulated, strengthens the body as well as the mind..

STUDENTS' AID SOCIETY.

There are four scholarships, the income of which is appropriated to help worthy students.

Mrs. Caroline A. Wood has given \$5,000 to establish a scholarship as a memorial of her deceased husband.

W. O. Grover, Esq., has given \$5,000, which has been applied by the Trustees to establish the "Grover Scholarship."

D. M. Weston, Esq., has given \$5,000 to found a scholarship, which has been named the "Weston Scholarship."

A friend of the College has given \$5,000 to establish another scholarship.

The income of these four scholarships is appropriated yearly to help those who require assistance. But it is wholly insufficient to meet the wants of the numerous applicants for assistance; a hundred scholarships are needed. Colleges for young men are amply supplied. Harvard has more than one hundred scholarships and Yale has an income of \$6,000 annually for this purpose.

Girls have not the same opportunity as boys to support themselves while in college, and at least \$6,000 per year are needed at Wellesley. To meet this most pressing need, a society of ladies has been formed under the name of "The Students' Aid Society of Wellesley College." They receive contributions of any amount from benevolent persons interested in helping poor girls who desire to obtain an education. There is no charity more useful than to help those who are trying to help themselves. It is hoped that all who are generously disposed will correspond with the Secretary of the Society and give their much-needed assistance.

More than \$6,000 have been appropriated by this Society during the present year to assist faithful students. The funds collected are held and controlled by the Society, and all applications for assistance must be made by letter, addressed to the Secretary, Mrs. H. B. Goodwin, 232 Clarendon Street, Boston.

EXPENSES.

The price for board and tuition will be \$250 per year. Instruction in solo singing and instrumental music, also special private instruction in painting in water-colors and in oil, will be charged extra.

Students requiring pecuniary assistance are referred to Students' Aid Society. See page 69.

Calendars will be sent when requested.

Persons desiring further information may apply by letter, addressed to

MISS ADA L. HOWARD, *President*,

WELLESLEY, MASS.

WANTS OF THE COLLEGE.

We ask the attention of all who are interested in the higher education of women, to the immediate needs of the College. It is now established upon such a firm footing that we can, with confidence, appeal to the public for aid. It has been filled with students from its commencement. This year it has received 361 students.

The advanced courses of study, the watchful care of the students' health, the standard of character, refinement and usefulness, are known throughout the country. Many of our students are already doing good work as teachers, and we have had the privilege, every year since the College opened, of sending a missionary from among our students to the foreign field.

We ask all who appreciate the influence of learned and refined women, to aid the College by gifts or legacies.

The following donations have been made to the College during the year:—

Mrs. Valeria G. Stone has appropriated \$100,000 to the erection of the building for the Teachers' Department. A gentleman, who does not wish to be named, has given \$20,000 to found a library of scientific books for the use of the Scientific School. Four friends have given \$5,000 each to establish scholarships. One of these donors, W. O. Grover, Esq., has also given \$5,000 for the valuable organ used in the department of Music. A board-

ing-house in the village, which is valued at \$10,000, has been conveyed to the College.

These generous gifts, amounting to \$155,000, are reasons for profound gratitude. But, while they increase the usefulness of the College so greatly, they do not add to its income. If the present low rates of board and tuition are to be maintained, there must be permanent endowments. The bequest of \$25,000 will endow a professorship, and every such endowment adds to the income of the College.

The College needs large amounts for new buildings. The most pressing want is a laboratory building, as the accommodations of the College are insufficient for the increasing requirements of the scientific departments. An astronomical observatory, properly equipped, is also an immediate necessity.

A large amount is needed for the general College Library, and for new scientific apparatus. The art gallery needs statues, pictures, engravings, models and other works of art. In addition to these wants general funds are required for keeping the grounds in order, repairing the buildings and replacing the furniture.

All gifts are most faithfully applied, according to the donors' wishes. The College has no debt, and the Trustees confine its expenses to the means which are furnished. Permanent funds are carefully invested by the Finance Committee of the Trustees.

[See next page.]

FORMS OF BEQUEST.

I give and bequeath to the Trustees of Wellesley College the sum of —— thousand dollars, to be appropriated by the Trustees for the benefit of the College, in such manner as in their discretion they shall think will be most useful.

I give and bequeath to the Trustees of Wellesley College the sum of —— thousand dollars, to be safely invested by them, and called the —— Scholarship Fund. The interest of this fund shall be applied to aid-deserving students in Wellesley College.

I give and bequeath to the Trustees of Wellesley College the sum of —— thousand dollars, to be safely invested by them, and called the —— Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient.

I give and bequeath to the Trustees of Wellesley College the sum of —— thousand dollars, to be used by them for the purchase of books for the Library, of apparatus for the use of the College, or in such other manner as they shall deem expedient.



Teachers.

SUPERINTENDENTS OF SCHOOLS AND OTHERS DESIRING TEACHERS FOR COLLEGES, SEMINARIES, ACADEMIES AND HIGH SCHOOLS, ARE REFERRED TO 'TEACHERS' REGISTRY, PAGE 36 OF THE CALENDAR.